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TEAM TEACHING.

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WRITTEN TO PROVIDE AN EXTENSIVE BIBLIOGRAPHY OF RELEVANT RESOURCE MATERIALS, THIS BROCHURE ALSO DEFINES TEAM TEACHING AND OUTLINES ITS CONCEPTS, STAFF UTILIZATION, EVALUATION, AND YET UNSOLVED PROBLEMS. BIBLIOGRAPHIC MATERIAL DATES FROM 1958 TO 1964, INCLUSIVELY. (BR)

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TEAM TEACHING

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FOREWORD

The brochure on team teaching was originally written as a concise condensation of resource materials available. To facilitate use by study groups investigating the possibility of an educational innovation, an extensive bibliography was included.

Although originally intended for a limited distribution in Tulare County, the demand was not limited to the state of California. Study groups from many parts of the country have requested copies. The brochure has been used in education classes in midwestern universities. When the stock of available copies was depleted, it was decided to print a revised version with an up-to-date bibliography.

It is our earnest hope that these efforts will be of help to those interested in discovering new ways to teach children.

Harry I. Wigderson
Visalia, California
June 24, 1964

TEAM TEACHING

Team teaching presents a profuse array of concepts to an ever growing number of interested educators. Simply stated, a teaching team is a group of teachers who take joint responsibility for the instruction of a given segment of a school's population. The variety of concepts of team teaching may be categorized as:

Concepts of Occurrence - the frequency of team function

1. Fragmentary Team: a group of teachers bring their classes together for a specific presentation.

2. Adjuvant Team: a group of teachers meet regularly to plan a series of presentations that may be given to their individual classes jointly.

3. Partial Team: the organization of structure of the school is altered to make a group of teachers responsible for the instruction of a joint group of pupils for a stated period of the school day.

4. Total Team: the organizational structure of the school is altered to make a group of teachers completely responsible for the instruction of a group of pupils.

Concepts of Assignation - the power inter-relationship of the membership of the team.

1. Internship: a beginning teacher is assigned to an experienced teacher to help with a larger-than-normal class.

2. Trade-Clique: a barter situation in which one subject is exchanged for another without disturbance of the basic classroom structure. "I'll take your art if you'll take my music."

3. Coordinate Team: two or more teachers join together as colleagues. All planning is with peers and no one teacher is designated as "leader".

4. Associate Team: two or more teachers cooperate together as peers with specialists on call for consultation or presentation.

5. Team Hierarchy: a group of teachers in which leadership is designated and responsibilities are assigned. In larger teams, a complex strata of line of staff may be operative in which assignments entitled: Team Coordinator, Team Leader, Senior or Master Teacher, Team Teacher, Auxiliary Teacher, Intern Teacher, Student Teacher, Teacher-Aid, Resource Specialist, and Team Clerk are delegated in full or in part.

Concepts of Orientation - the relationship of the teacher group to the pupil group and to instructional presentations.

1. Horizontal Team: the teaching team is responsible for all instruction for a given grade level. (Most frequently an elementary school team.)

2. Vertical Team: the team is responsible for a specific instructional area for a group of pupils comprising more than one grade level. (Usually at the high school level.)

3. Diagonal Team: the team is responsible for a subject area block for one or more grade levels. (As would be the case in a junior high.)

Team teaching embodies, or is accomplished by, many other staff utilization practices. Some new trends in education that seem closely allied with the team teaching movement are:

1. Variability of pupil grouping,

2. Flexibility of scheduling,

3. Teacher specialization (with or without salary differentials),

4. Utilization of technological devices,

5. New approaches in curricula and plant design,

6. Re-assignment of non-teaching duties, and

7. Emphasis on student responsibility.

An analysis of results reported by current team projects indicates that the following advantages may be obtained:

1. Greater interaction of teachers resulting in the promotion of professional development and increased individual stimulation,

2. Release of teacher from routine tasks,

3. Method of induction with emphasis upon the growth factor of becoming an experienced teacher,

4. More efficient and more effective teacher preparation resulting in a varied and flexible presentation,

5. Exploration of and capitalization of special teacher talents, knowledges and training with the most qualified presenting instruction and with the distribution of assignments according to abilities.

6. More uniformity of instruction,

7. Avoidance of repetitious presentations,

8. Student group size related to the function of instruction,

9. Higher standards through raising pupil expectancies,

10. Greater identification and use of community resources, including talented citizens, and

11. Less interference with the instructional program through individual teacher absences.

As with everything new, team teaching has operational "bugs". Some problems that may need to be solved:

1. Increased probability of teacher personality conflicts through a greater number of contacts,

2. Increased pressures of conformity when views are formally expressed,

3. Further impersonalization of teacher-pupil relations,

4. Reluctance of some teachers to give up the autocracy of the self-contained classroom,

5. Payment of special increments runs counter to the presently held belief in the principle of the single salary schedule,

6. Challenges established belief in equality of teachers with similar experience and training,

7. Dangerous appeal to over-emphasizing presentation in the learning process,

8. Increase in capital expenditure, especially in the early stages,

9. Difficulty of teachers to clearly understand their roles, especially since team teaching is still in the realm of experimentation,

10. Lack of availability of adequate classroom spaces to meet special demands,

11. Recruitment of Master Teachers and Team Leaders,

12. Difficulty of replacement of a team member, once the team is established.

CONCLUSIONS

Team teaching is a form, not a substance; an organization, not a program. As such, it cannot solve problems created by inadequate or incompetent instruction. A staff of mediocre teachers becomes a mediocre team; excellence of instruction may become available to larger numbers of students but at the same time, it is spread thinner. Nor can team teaching solve problems stemming from the financing of the educational program. These must be solved through re-districting and increased amounts for education. Further, although many arguments are forwarded that team teaching will solve the present and predicted teacher shortage by decreasing the teacher numbers needed to instruct a given group of students, experience has shown that classroom time gained by the use of large group instruction is shifted to time spent in small groups (ten-to-fifteen pupil discussion groups), cooperative planning and professional development.

There is no research evidence that team teaching increases pupil effectiveness. Studies to date show no significant pupil difference between team teaching techniques and those of conventional self-contained classrooms. This may be a result of the crudeness of present-day measurement devices rather than a condemnation of the new approach; students might very well gain in areas admittedly inaccurately measured, such as critical thinking and creativity.

Team teaching is one approach to the search for new ways of organizing personnel for the teaching function that has resulted from a growing dissatisfaction with the restrictions and inadequacies of conventional teaching methods. It is an experiment. If a team teaching project is undertaken, it should be with full understanding of what can be achieved and what shortcomings are inherent in the structure. It might be wise to "build-in" an evaluation procedure in the initial experiment so that mature judgements could later be based upon evidence stronger than opinions. In initiating a team project, these postulates could be used as guidelines:

1. Extensive orientation and pre-planning is vital.

2. Adequate personnel and funds are essential.

3. Careful selection of each team member is necessary to mold a cohesive, compatible and inter-related team.

4. The team will go through a series of stages of development before it begins to function competently; evaluation should be withheld until full evolution has taken place.

If team teaching achieves educational approbation for no other reason, it is worthy of serious consideration as one of the most stimulating and effective teacher growth processes developed to date.

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